

SAFER JOURNEYS AHEAD

Project Evaluation

September 2023

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1. Project Summary

This report presents the findings of Safer Journeys Ahead, a project created and designed by Norfolk County Council (NCC) – with the additional support of funding granted by The Road Safety Trust.

The purpose of Safer Journeys Ahead was to; upskill and empower those who support children across the education sector with the knowledge and skills to deliver road safety messages to meet their school's needs and to embed this life skill into everyday learning. The intervention was aimed at teachers and teaching assistants (TAs) in Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) and was trialled within the Norfolk region. The project also has the capacity to reach children in the social care environment, be used by volunteers in youth clubs and by parents/carers who home educate.

The focus of this project was to offer teachers the opportunity to develop a greater understanding of; road safety, what resources are available, create individual interventions that meet their aims, and embed positive, fun, and relatable road safety messaging within an existing school curriculum.

The project used a 'train the trainer' model, which allowed the Road Safety Team to up-skill teachers and TAs. It was felt that those who support learning amongst children are in an optimum role to deliver road safety messages. Using curriculum led subjects, they can; adapt their teaching styles to meet the learners needs, develop pupil knowledge and social norms around road safety on a regular basis.

Safer Journeys Ahead was delivered over two and a half academic years – Jan 2021 – July 2021, September 2021 – July 2022 and September 2022 – July 2023. Those who attended the training and decided to take the opportunity forward, were offered regular support sessions and coaching from a Road Safety Co-ordinator. We encouraged contact at 3-, 6- and 9-month intervals.

The aims of the online/face to face teacher learning and follow up sessions were to:

1. Share knowledge and ideas of how road safety can be woven into key school subjects.
2. Offer a platform for participants to reflect with their peers and ask questions and gain input and support from the Road Safety Team.
3. Provide examples of how teachers can incorporate road safety into lesson plans and deliver sustainable road safety learning.
4. Enable educational settings to engage with parents effectively on road safety.
5. Increase a child's knowledge of road safety.
6. Learn about other road safety interventions and the support available.

The key objective was to empower, upskill and inspire teachers to promote and embed road safety awareness and skills across the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) school curriculum and through day-to-day learning.

Planned outputs:

- a) Provide one hundred schools with Safer Journeys Ahead training.
- b) For 90% of those who attend the session to have a better understanding of road safety.

- c) For 90% of those who attend the session to have a better understanding of the resources available to their school.
- d) For 60% of those who attended the training to put their knowledge into practice.
- e) To review the impact the training has had on young people's knowledge.

The data collected is a mix of qualitative and quantitative data, in the form of:

- Generated interest and signups
- Teacher/TA Participant feedback
- Survey responses
- Case studies
- Pupil responses (collected in the form of a benchmark and retention quiz)

To determine the impact the training had, a pre & post questionnaire model was followed, where the pupil's knowledge was mapped at the start and end of each academic year. This established a benchmark result prior to any messaging and a comparable knowledge retention result post messaging for evaluation purposes.

Project Results

- Safer Journeys Ahead reached a total of seventy-seven teachers and TA's, from twelve primary and infant schools across Norfolk.
- Feedback demonstrated an increase in teacher and TA's understanding of why road safety in schools is important, how to deliver and embed positive messaging within the curriculum and where to access resources and support.
- A sample size of 1296 pupils aged from 4 – 7 years educated within the Early Years Foundation Stage and Key Stage 1 national curriculum frameworks (348 in academic year 2021/22 and 948 in academic year 2022/23) was achieved to establish the impact of the project.
- A positive increase was seen in; understanding and knowledge across key road safety areas of the green cross code, safer places to cross, identifying hazards and recognising what vehicles are telling us, within 4 – 7 age groups identified as vulnerable road users.

Safer Journeys Ahead indicated some positive road safety learning outcomes can be achieved by strengthening capacity across the education community. For example:

1. Many pupils whose teachers delivered creative road safety learning demonstrated a positive shift in identifying road safety behaviours, knowledge recall and skills.
2. Those teachers who committed to the project formed positive relationships with the Road Safety Team and became more curious about other free road safety interventions the road safety partnership had available.
3. Simplifying road safety and offering regular follow ups, support and coaching enabled teachers to be creative with their delivery methods.

Learning Opportunities

- Offering schools' flexibility, particularly as this project was launched around the COVID pandemic recovery period. Teachers described being keen to receive the training and deliver the package but some described time being a barrier to their engagement.
- Some teachers described small road safety incentives could help to increase feedback numbers and/ or prioritising the feedback at the end of the teacher training session.

- Whilst collecting pupil data it became apparent that some of the language used in the original survey questions had been pitched incorrectly or were open to subjectivity or interpretation. Therefore questions 2, 6 and 10 were removed from the evaluation of this pilot.
- The feedback highlighted the importance of engaging, creative and repeated activities to retain road safety learning.
- Activities for whole school initiatives helped to develop a road safety school culture.
- Digitalisation processes helped to save time for the Road Safety Team and for teachers to complete and interpret feedback.
- Future opportunities identified to expand Safer Journeys Ahead into both Key Stage 2 and Key Stage 3 settings.

Norfolk County Council Road Safety Team would like to thank:

The Road Safety Trust for providing the funds to support this project & also the many teachers who used their creativity to share important road safety messages with their pupils.

We would also like to thank Think, Brake, RoSPA and Bikeability for the use of their supporting lesson plan materials and resources.

2. Introduction

“Figures in 2021 show that 512 children aged seven or younger were killed or seriously injured on British roads. That’s one young child every 17 hours – and the equivalent of a whole class of young children (27) being killed or seriously injured every 19 days.”

Road Safety GB & Brake – road safety charity

The principle of Safer Journeys Ahead

Young children can be particularly vulnerable when on, using or near roads. Instilling positive road safety behaviours in our young children at an early age can lead to improved awareness, confidence and resilience being demonstrated. It also helps for additional road safety learning to be built on these early building blocks. Research shows that children who learn how to handle road safety at primary school age are less likely to be victims of incidents when they transition to independent travel at high school ([Teaching Road Safety: A Guide for Parents \(rospa.com\)](https://www.rospa.com/teaching-road-safety)). This can be achieved by including bite size positive road safety messaging and learning within the existing curriculum framework.

Academic study also supports this finding. Jean Piaget’s cognitive development theory proposes that a child’s intelligence changes with age and that they construct knowledge through creating a mental picture of the world around them. Children can best achieve this through being able to explore, experiment, discuss and question with their peers and from being able to make mistakes in a controlled and supportive environment so they can learn from them. (Helman, Dr S, ‘What toddlers can teach road authorities about the Ultimate Safe System approach’ (TRL blog, 23 January 2023)).

Safer Journeys Ahead was created to pair this educational approach with behaviour change techniques that encourage learning through behaviour rehearsal in socially supportive settings with their peers. Pupils are guided through the activity by teachers who know their learning style best.

Using a Logic Model approach ([Appendix](#)), the Aims, Objectives, and Outputs for the project were identified:

3. Aims and Objectives

The aims of the teacher training and follow up coaching sessions were to:

1. Share knowledge and ideas of how road safety can be woven into key school subjects.
2. Offer a platform for participants to reflect with their peers and ask questions and gain input and support from the Road Safety Team.
3. Provide examples of how teachers can incorporate road safety into lesson plans and deliver sustainable road safety learning.
4. Enable educational settings to engage with parents effectively on road safety.
5. Increase a child's knowledge of road safety.
6. Learn about other road safety interventions and support they can benefit from.

The objective of Safer Journeys Ahead was to empower, upskill and inspire teachers to promote and embed road safety awareness and skills across the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) school curriculum and through day-to-day learning.

The impact of the project was evaluated through five key outputs.

Output	Target	Reasoning
Number of schools reached	100 school settings	With 393 school settings in the Norfolk region offering an Early Years Foundation Stage & Key Stage 1 National Curriculum to 4 – 7-year-olds, a target of reaching 25% of them was established.
For educators who attend the Safer Journeys Ahead teacher training session to have a better understanding of road safety	90%	<p>Links back to aims to:</p> <ul style="list-style-type: none"> • Share knowledge and ideas of how road safety can be woven into key school subjects. • Offer a platform for participants to reflect with their peers and ask questions and gain input and support from the Road Safety Team. • Example how teachers can incorporate road safety into lesson plans and deliver sustainable road safety learning inhouse. • Increase a child's knowledge of road safety. <p>Links back to objective to:</p> <ul style="list-style-type: none"> • empower, upskill and inspire teachers to promote and embed road safety awareness and skills across the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) school curriculum and through day-to-day learning.
For educators who attend the session to have a better understanding of the resources available to their school	90%	<p>Links back to aims to:</p> <ul style="list-style-type: none"> • Share knowledge and ideas of how road safety can be woven into key school subjects. • Enable educational settings to engage with parents effectively on road safety. • Increase a child's knowledge of road safety. • Learn about other road safety interventions and support they can benefit from.

		<p>Links back to objective to:</p> <ul style="list-style-type: none"> empower, upskill and inspire teachers to promote and embed road safety awareness and skills across the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) school curriculum and through day-to-day learning.
For those who attended the training to put their knowledge into practice.	60%	<p>Links back to aim to:</p> <ul style="list-style-type: none"> Increase a child's knowledge of road safety. <p>Links back to objective to:</p> <ul style="list-style-type: none"> empower, upskill and inspire teachers to promote and embed road safety awareness and skills across the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) school curriculum and through day-to-day learning.
To review the impact the training has had on young people's knowledge.		<p>Links back to aim to:</p> <ul style="list-style-type: none"> Increase a child's knowledge of road safety. <p>Links back to objective to:</p> <ul style="list-style-type: none"> empower, upskill and inspire teachers to promote and embed road safety awareness and skills across the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) school curriculum and through day-to-day learning.

4. Evaluation methods, data and feedback

The chosen evaluation method is the Kirkpatrick Model of Evaluation.

Kirkpatrick Model of Evaluation

This method of evaluation helps to analyse the impact of training objectively and act as a measure for any behaviour change outcomes. Through a four-level structure it helps to evaluate training or behaviour change interventions based upon the following factors:

- Level One: Reaction - Did they like the training?
- Level Two: Learning – Did they learn from it?
- Level Three: Behaviour – Do they use it?
- Level Four: Results – Did it do what it set out to do?

What do the levels mean?

Level One – Reaction	This level allows the evaluator to assess the level of enjoyment of the training.
Level Two – Learning	This level allows the evaluator to assess the level of learning that occurred during the training.
Level Three – Behaviour	This level allows you to evaluate the level to which the training has moved from a training scenario to being applied in practice.
Level Four – Results	This level allows the evaluator to assess the overall level of impact of the training against set outcomes and aims and objectives.

How Kirkpatrick Model of Evaluation has been applied.

The purposes of this evaluation, we have used a Level 4 approach.

- We have used Levels One & Two within our assessment and evaluation of the post feedback responses from the training sessions.
- We have used Level Three within our assessment and evaluation of the pupil quiz data.
- We have used Level Four by triangulating the data we have collected and assessed to establish any similar findings.

Behaviour Change

Upskilling willing teachers with road safety knowledge and skills with free training and support has helped to motivate teachers to sign up to this project. Other motivating factors included demonstrating the positive outcomes this project can have on pupils retained road safety learning and how this opportunity is the first step to securing other targeted support available across the Road Safety Partnership. Other motivating factors included sharing the benefits the project can have on tackling whole school road safety challenges.

The Behaviour Change Techniques used in this project can be found in Behaviour Change Techniques: Guidance for the road safety community (Flyan, Dr F, RAC Foundation and Brainbox Research Limited (April 2017) p 42-50).

There are 16 main techniques geared towards achieving meaningful behaviour change. The group and sub section used will be demonstrated as a decimal number i.e. 4.1 = Shaping Knowledge – Instruction on how to perform a behaviour.

The behaviour change techniques used and identified in this intervention are highlighted below.

Behaviour Change Technique	
Shaping Knowledge - Instruction on how to perform a behaviour. 4.1	Green Cross Code - Offers an example for the pupils to follow and promotes not only a physical ability to perform the task but offers the opportunity to develop understanding behind why the task is important. We know that if a child understands why they need to do something, there is an improved likelihood they will adopt it.
Social Support – Social Support (practical) 3.2	Class Activities - Conducting the learning within a social environment allows a 'safe' space to be created and the ability for peer-to-peer information sharing. This approach can make participants feel part of a collective group and not singled out. Listening to peers or more experienced points of view can help influence positive decision making.
Goals & Planning - Review Behaviour Goals 1.5	Positive Goals - Setting behaviour goals can positively influence change as it makes the subject about them and their safety. We know children often see dangers as things that affect others and not them, so using this technique makes it more relevant to them.
Repetition and Substitution - Behaviour practise/rehearsal 8.1	Practical delivery/reinforcement on schools' trips/active role play – Prompts rehearsal of the behaviour within a real-world context or during active role play, helps to build habit and skill.

Interest Generated/School Signups

The number of schools who have registered interest, attended the Safer Journeys Ahead training and signed up to implement the project was recorded to understand the reach of this project.

Participant Feedback – Post training session survey

An MS Forms survey format was used to record the educators' thoughts, opinions, and feelings about the training session. These surveys were made available to all participants after the session.

These surveys used Likert scales to assess; enjoyment, quality of trainer, knowledge upskilling, awareness of the subject and offered free text options around most effective part of the course and to collect any comments and suggestions.

Pupil Responses – Pre & Post data collection

A before and after assessment was used to measure the impact of the project by establishing a pupil baseline/benchmark (pre-test) of knowledge which can be compared to the end

line/retention position (post-test). The differences between the two responses can then be measured.

With further reflection it was identified a control group assessment would have helped determine other influences and provide other comparable measures. Therefore in the absence of a control group it is not possible to determine whether or what other external factors may have influenced the results.

The Pre and Post Tests came in the form of a 5-question quiz for Early Years Foundation Stage pupils and a 10-question quiz for Key Stage 1 pupils. The quizzes are written with some visual design.

An overview of the results from 2021-22 was used as comparison to those achieved in 2022-23. This allowed us to provide data that would be used by those schools that were completing their second year on the project, to determine the longer-term successes and what retention had been. It was also a way to consider whether the growth was consistent, whether the project worked over a long term and what progression has been made within the parameters of the wider project.

Participant Feedback – Mid Year Surveys

To encourage teacher participation, teachers were asked to complete a MS Forms survey regarding the project and how they felt things were going, what was working well, what was presenting as a challenge and other ways the project could be supported.

Participant Feedback – Case Studies

Using Case Studies as an evaluation method offered an opportunity to determine the effect the pilot had overall. By considering what has been successful, what has presented challenges, what learning opportunities can be gained and what improvements can be introduced. It also afforded an opportunity to see how the learning has been used and adapted, what ideas have been generated and acted as a robust test within the project to gain an insight as to what has been learnt and whether the concept works.

Through the course of this pilot, we have undertaken five case studies to overview, consider and reflect upon successes, challenges, and improvements.

Data Measures

We are using a mix of qualitative and quantitative data within this evaluation.

Qualitative Data

- This type of data is used to produce theory and is generally language based and produces 'rich' data.
- Our data came in the form of open text questions, unstructured conversations and case studies.
- Qualitative data will often show themes and offer an insight.

Quantitative Data

- This type of data is used to test theories, is numerically based, and will only provide answers to the questions given.
- Our data came in the form of Likert scales, quizzes and participant surveys.
- Quantitative data lends itself to statistical analysis.

Sampling

For the purposes of this evaluation, our criterion for Safer Journeys Ahead were the following:

- A school setting delivering Early Years Foundation Stage and Key Stage 1 National Curriculum within the Norfolk Region.
- Interested schools were given the choice of which classes to enter – Reception, Year 1 and/or Year 2.
- We did not apply a minimum or maximum limit to the number of pupils included.
- We included schools with mixed year groups.
- SEN specialist schools were included.
- Schools with reported road safety issues or continued concerns, that had expressed interest in Safer School Run Pledge, that had engaged with Road Safety Online Delivery Programmes at Key Stage 2, were located within a known high deprivation area and/or had higher percentage levels of Pupil Premium, were all encouraged and invited to join the project.

All our sample groups meet these criteria.

Ethical Considerations

Safer Journeys Ahead was designed with safeguarding considerations in mind. All schools who engage with the project are required to consider the safety implications of any training or intervention, to always ensure the safety and wellbeing of their pupils.

We advocate the use of risk assessments, inclusion, trauma informed practice and language and the use of age-appropriate content and supporting materials.

All quiz responses returned were marked as anonymous with no identifying characteristics other than year group.

Schools had the right to withdraw at any time.

Consent to participate was granted by the school.

5. Results & Findings

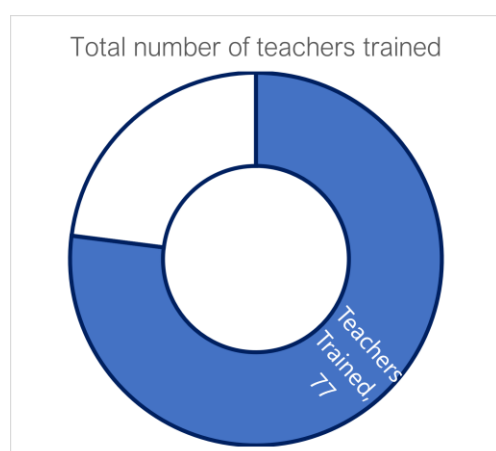
Output A: Provide one hundred schools with Safer Journeys Ahead training.

Due to the COVID-19 pandemic between March 2020 – May 2023 and the resulting consequences this presented nationally (in restricted access to pupils during lockdown, continued pressures of staff and pupil absences and the education recovery needed once lockdown ended), with the permission of The Road Safety Trust, the terms of our output were amended to allow for 'realistic' adjustment.

The output was amended to providing one hundred teachers with Safer Journeys Ahead.

What we have achieved

- a) We have provided seventy-seven educators with Safer Journeys Ahead training.



What we have found

We have been hugely impressed with the resilience shown in pupils and schools over this challenging period. Staff shortages, widescale illness, long spells under lockdown and education disruptions have all presented as challenges to adapt to and overcome. However, in this new period of 'life after COVID' we have been encouraged with the level of interest and focus on road safety messaging within the schools that signed up to Safer Journeys Ahead.

Output B: For 90% of those who attend the session to have a better understanding of road safety.

All educators attending the teacher training session were invited to complete an MS Forms survey to feedback post session.

What we have achieved

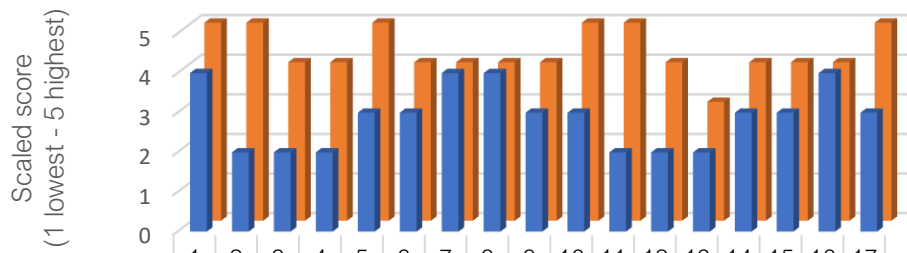
- a) Of the seventy-seven teachers who received the training, 22% (17 respondents) completed a feedback form.

Whilst feedback returns is sometimes challenging to secure, this report acknowledges this is a small percentage return in comparison with the take up numbers and this needs to be taken into consideration when interpreting the below results.

What we have found

- **82.4%** (14 respondents) felt their understanding of how road safety can fit into their school setting improved.
- **76.5%** (13 respondents) felt their understanding of how road safety can fit into the curriculum and classroom improved.

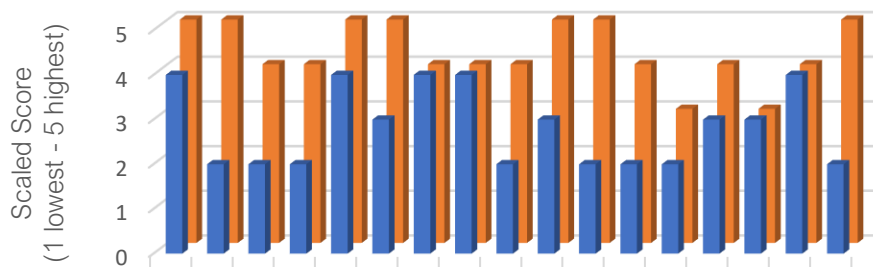
Overview of the change in understanding of how road safety can fit in a school setting



■ Before: Understanding of how road safety can fit into your school setting	4	2	2	2	3	3	4	4	3	3	2	2	2	3	3	4	3
■ After: Understanding of how road safety can fit into your school setting	5	5	4	4	5	4	4	4	4	5	5	4	3	4	4	4	5

Participant Response

Overview of the change in understanding of how road safety can fit in a curriculum and classroom



■ Before: A clear understanding of how Road Safety can fit into the curriculum and classroom	4	2	2	2	4	3	4	4	2	3	2	2	2	3	3	4	2
■ After: A clear understanding of how Road Safety can fit into the curriculum and classroom	5	5	4	4	5	5	4	4	4	5	5	4	3	4	3	4	5

Participant Response

Output C: For 90% of those who attend the session to have a better understanding of the resources available to their school.

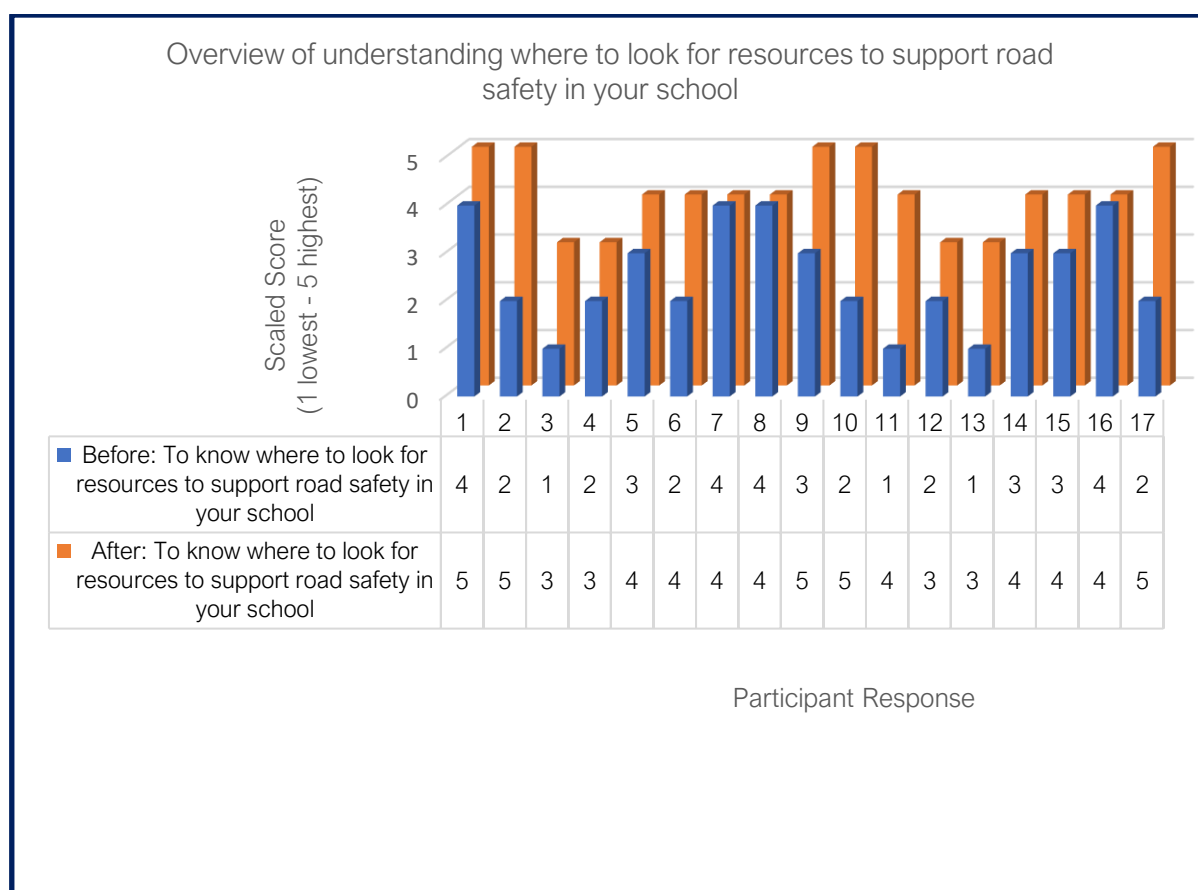
What we have achieved

- a) Of the seventy-seven teachers who received the training, 22% (17 respondents) completed a feedback form.

As reported above, whilst feedback returns are sometimes challenging to secure, this report acknowledges this is a small percentage return in comparison with the take up numbers and this needs to be taken into consideration when interpreting the below results.

What we have found

- i. **82.4%** (14 respondents) felt their understanding of where to look for resources to support road safety for their school setting improved.



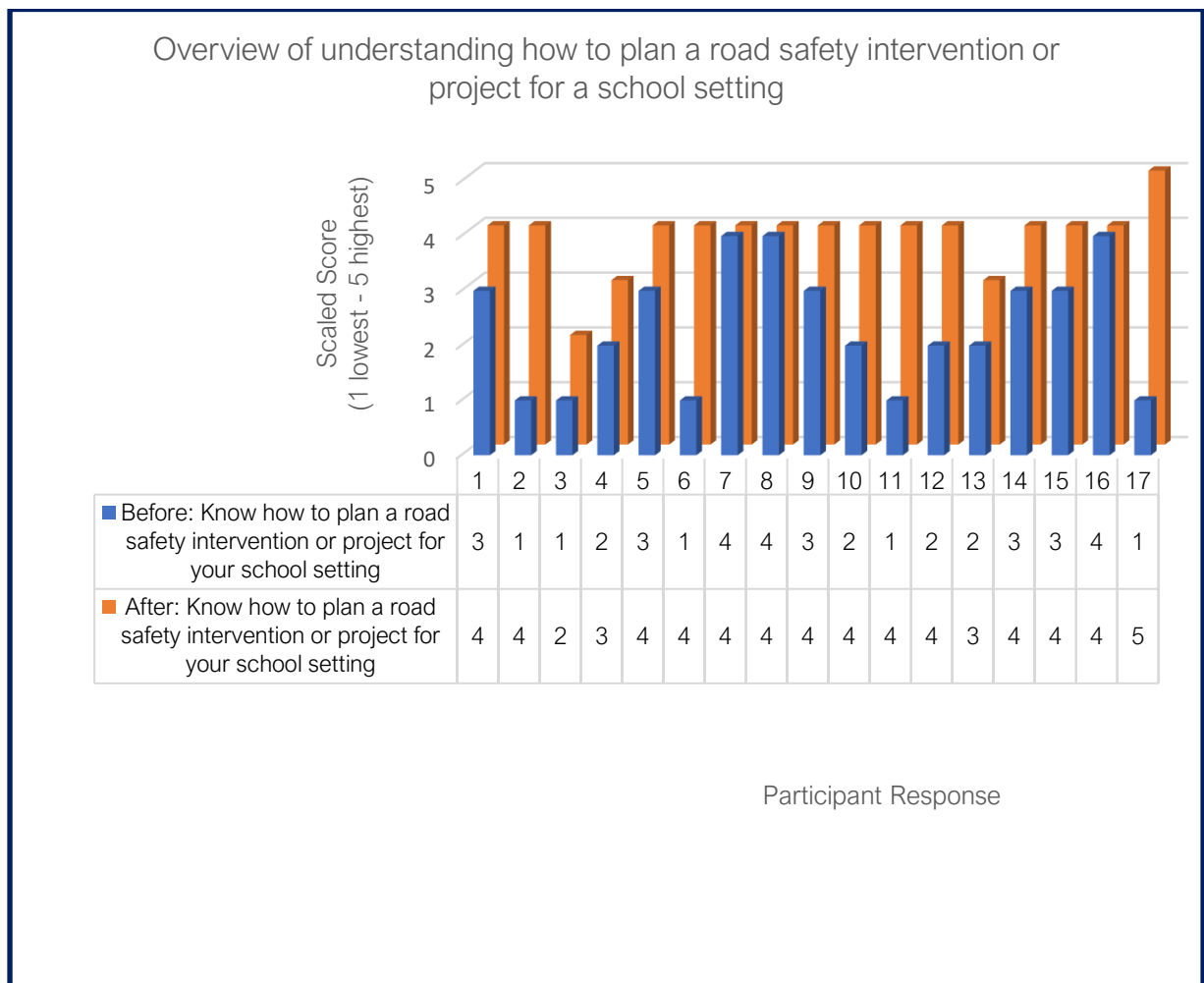
Output D: For 60% of those who attended the training to put their knowledge into practice.

What we have achieved

- a) Of the seventy-seven teachers who received the training, 22% (17 respondents) completed a feedback form.
- b) We have seen an increase in enrolled schools on the project. 4 schools in 2021-22 to 11 schools in 2022-23.
- c) We have seen the sample size increase from 348 pupils in 2021-22 to 948 pupils in 2022-23.
 - Thirteen classes worth of data at the initial **benchmarking** stage submitted between Sept 2021 – July 2022.
 - Thirteen classes worth of data at the **retention** stage submitted between Sept 2021 – July 2022.
 - Fifty-one classes worth of data at the initial **benchmarking** stage submitted between Sept 2022 – July 2023.
 - Forty-three classes worth of data at the **retention** stage submitted between Sept 2022 – July 2023.

What we have found

- **82.4%** (14 respondents) felt their understanding of how to plan a road safety intervention or project for their school setting improved.



Post-training teacher feedback

We have used a MS Forms survey format to record the educators' thoughts, opinions, and feelings about the training session. These surveys were made available to all participants after the session.

From a total of 17 responses, we found:

	Excellent	Good	Satisfactory
The quality of the presentation and delivery	47%	47%	6%
The structure of the training course	53%	35%	12%
The extent to which the training session met the objectives	58%	24%	18%
The format of the intervention (online)	35%	59%	6%
The contents of the intervention	41%	41%	18%
The extent to which the training session met your needs	41%	35%	24%
The usefulness of the support materials	41%	47%	12%
The quality of the trainer(s)	59%	35%	6%
Administration - Ease of booking	41%	53%	6%

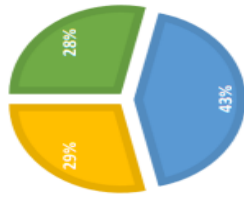
Mid-year survey findings

Mid-year reviews were conducted via MS forms and offered to those schools who signed up on the project between Sept 2022 – March 2023.

From a small sample of only 7 responses, we established:

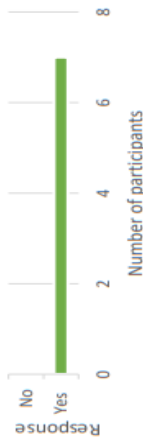
Representation of Schools

■ Reception ■ Year One ■ Year Two



Total of 7 school responses

In your opinion were the quiz questions appropriate for the age group?



Did you find the benchmark results/summary useful?



■ Yes ■ No

Positives

"Covering elements of road safety in context really supports the children in learning more."

"Children's understanding of road safety when walking on trips - where to stand to wait to cross a road, etc."

"Links with Norfolk Road Safety Team sessions."

Challenges

"We don't always have enough adults to get out and about to learn on the go. We have had lots of good opportunities but looking forward to having days where we have more staff and can teach practically."

"Road Safety is a small element of the curriculum. To go out onto actual roads or to deliver practical sessions require lots of adults which we sadly do not have."

"Children not retaining the knowledge for the road safety session. We plan to have more regular comments/mentions/questions to try and keep this fresh."

Successes

- ✓ The benchmark results have helped some teachers focus their Road Safety messaging.
- ✓ Links with the Road Safety Team.
- ✓ Some children have been able to go out and experience practical Road Crossing.

Opportunities to Enhance the Programme

- ✓ Online version of the quiz to move away from paper
- ✓ Separate quiz requirements for Reception and KS1
- ✓ Option to purchase reflective merchandise
- ✓ Road Safety Class Mascots
- ✓ Feedback incentives
- ✓ Look at time efficient methods of delivery – Video library, handouts
- ✓ Continue to build parent & guardian relationship links

From this feedback, we found:

- 100% of respondents deemed the quiz questions to be age appropriate once questions 2,6 and 10 had been removed.
- 85% of respondents found the benchmark summaries beneficial, as they have helped teachers focus their Road Safety messaging.
- Teachers and TA's valued the improved forged links with the Road Safety Team, through added optional online sessions and as a point of reference for questions, advice, and queries.
- That participants used the training offered, as children had been given the opportunity to go out and experience practical Road Crossing in real terms. Some schools instigated actual physical road crossing experience using local infrastructure.
- A need to simplify the method of quiz completion. It was a positive to learn that teachers offered to teacher participation to develop this project for the future.

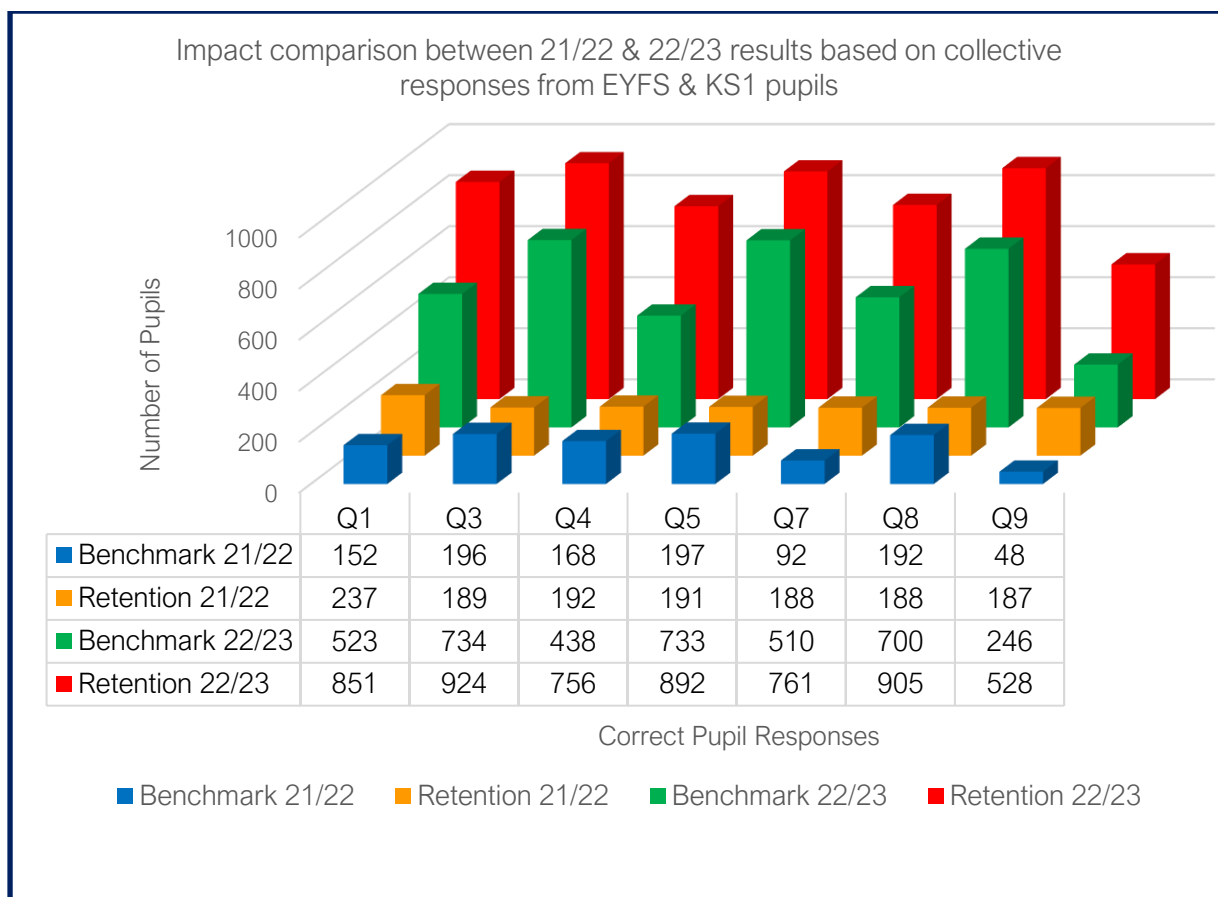
Output E: To review the impact the training has had on young people's knowledge.

What we have achieved

- a) From the quiz data submitted, we have mapped, reviewed, and evaluated the impact the training had on young people's knowledge from academic year 2021-22 and 2022-23
- b) We achieved a sample size of 1296 pupils aged from 4 – 7 years educated within the Early Years Foundation Stage and Key Stage 1 national curriculum frameworks (348 in academic year 2021/22 and 948 in academic year 2022/23) to establish the impact of the project.

What we have found

- The impact of this project achieved a significant growth within pupil's knowledge across most Early Year Foundation Stage & Key Stage 1 academic years. We measured this by comparing correct answers given at the benchmark stage against those given at the retention stage. Impact has been reflected in the increase in pupil numbers as more teachers and schools have engaged with this project.
- We removed questions Q2, Q6 and Q10 from the reviews as these questions were subjective, open to interpretation and in the case of Q6, teacher feedback reported it was not age appropriate.



Review of the Quiz and Knowledge results for Sept 2021 – July 2022

As part of a wider evaluation activity, in April 2023, we chose to overview the results from our 2021-22 results, in preparation for comparison to those achieved in 2022-23. This provided data that could be used for those schools that were completing their second year on the project, to determine the longer-term successes and what retention had been. It was also a way to consider whether the growth is consistent, whether the project works over a long term and what progression we have made within the parameters of the project.

The pre intervention quiz was given to pupils to complete by the teachers after the teacher's received their training and before any Safer Journeys Ahead lessons were delivered. The post intervention quiz was completed at the end of the academic year. This usually spans approximately 7 months of an active learning window, however, will be dependent on if the school received their training at the start of the academic year, when they started delivering the sessions.

Our findings were:

Sample size: 348 pupils over 4 schools

Question Number	Benchmark Result pre-intervention	Retention Result post-intervention	Total Movement between benchmark and retention results
1 - Identifying the words that make up the Green Cross Code	152	237	85
3 - Identifying safe position for feet	196	189	7
4 - Identifying hazards of crossing between parked cars	168	192	24
5 - Identifying safer things to wear when riding	197	191	6
7 - Identifying a safer place to cross	92	189	97
8 - Identifying colour and position of stop on a traffic light	192	188	4
9 - Identifying what car lights mean	48	187	139

The first year demonstrated encouraging findings.

- Despite the COVID challenges, we had received thirteen classes worth of data from four schools in the Norfolk region, showing that the training had engaged teachers, and that they had used the programme to embed messaging into their curriculum.
- Positive gains had been made in identifying the green cross code, identifying hazards when crossing between parked cars, identifying a safer place to cross, and knowing what car lights tell us.
- Some minor decrease shifts in identifying safe place for feet, safer things to wear when riding and identifying colour and position of stop light on a traffic light. However, as these were nominal shifts of less than 10, we were not overly concerned.
- An agreement to subtract Q2, Q6 and Q10 from the reviews was initiated, as these questions were deemed subjective and therefore subject to interpretation by both the person answering and the individual scoring the quiz.

Review of the Quiz and Knowledge results for Sept 2022 – July 2023

Working to the same principles as our review of Sept 2021 – July 2022, we completed an overview of our Sept 22 – July 23 results.

This quiz review was completed using the same parameters as the 2021-2022 results review with approximately 7 months between both pre and post intervention quiz.

Our findings were:

Sample size: 948 pupils over 11 schools

Question Number	Benchmark Result pre-intervention	Retention Result post-intervention	Total Movement between benchmark and retention results
1 - Identifying the words that make up the Green Cross Code	523	851	328
3 - Identifying safe position for feet	734	924	190

4 - Identifying hazards of crossing between parked cars	438	756	318
5 - Identifying safer things to wear when riding	733	892	159
7 - Identifying a safer place to cross	510	761	251
8 - Identifying colour and position of stop on a traffic light	700	905	205
9 - Identifying what car lights mean	246	528	282

Within the second year, there had been encouraging findings.

- A growth within the academic year 2022-23 of both pupils included within the sample and number of schools engaged with the project.
- We saw significant growth across all areas, including those that showed no growth gain in 2021-22.
- Schools that enrolled for a second year on the project, saw growth or consistent retention of knowledge and skills amongst their pupils.
- Many of the teachers and teaching assistants expressed surprise at the results they were able to achieve and expressed an increased interest in continuing into 2023-24.
- A direct benefit in dedicated road safety staff time into the project, by the increase in schools' engagement, enhancements to the project, professional development opportunities and using the Safer Journeys structure to create the skeleton of future Key Stage 2 (7 – 11 years) and Key Stage 3 (11 – 16 years) Road Safety projects.

Case Studies

Through the course of this pilot, five case studies were completed with the support of teachers. These reports can be found in the [Appendix](#).

The case studies indicated that:

- The project was received positively by schools who delivered the project and we have established how educators integrated and adapted road safety messaging within their settings.
- What is working, what presents as a challenge, and reflected of those challenges to support modifications and improvements.
- Schools engage with practical delivery opportunities outside of the classroom as well as activities within the classroom.
- Some curriculum subjects were easier to incorporate road safety than others.
- Curriculum already planned and busy and sometimes challenging to add in road safety.

6. Conclusions & Recommendations

The main conclusion drawn from this pilot is the 'train the trainer model' can be used as a positive and flexible tool to upskill teachers/educators to share road safety messages within the curriculum.

Whilst the teacher feedback numbers were low and this needs to be borne in mind when interpreting the results, most teachers who attended the Safe Journey Ahead training and returned their feedback; indicated an improvement in their understanding of how they could fit road safety into their school and curriculum.

Teacher feedback also concluded that many educators who received the training and took forward Safe Journey Ahead demonstrated creative ways to weave in road safety messages using current or personally created lesson plans.

Due to an educator's unique position of being aware of the children's learning styles and their expertise in lesson planning and delivering education; road safety messages can be simply and flexibility woven in as a subject concept across the curriculum framework.

Educators are also skilled and experienced in many teaching styles to meet different learners needs. So, by offering those in a teaching capacity an opportunity to receive training, this additional capacity can support wider road safety outcomes and encourage schools to adopt and invest in a road safety culture.

There are many pressures experienced in the school environment, so this project offered a degree of flexibility and whilst that approach meant control measures were not as vigorous as seen in other pilots, it gave schools and teachers a framework and opportunities to utilise.

The pre and post pupil quizzes demonstrate a change in knowledge, however in the absence of a control group it is not possible to determine with certainty whether other external factors other than the Safe Journey Ahead lessons influenced these results. It is likely and plausible that the Safe Journey Ahead project and training encouraged schools and teachers to; focus on their road safety culture, set/plan road safety curriculum lessons and repeated messaging, sign posted them to other local road safety educational/skills opportunities and offered coaching opportunities with their local road safety practitioners.

Whilst the project did not meet all the original outputs it set out to achieve; the data collected indicated the following successes:

1. Teachers gained more knowledge and ideas of how road safety can be woven into school subjects using a 'train the trainer' model.
2. The 'train the trainer' model offers more individuals within the community to feel empowered to share road safety messages without relying solely on 'one off' guest speakers being invited into the school to speak to pupils about road safety.
3. Most pupils involved in this pilot demonstrated an increase in their road safety knowledge. The data collected demonstrated an increase in awareness and understanding across most questions.
4. The pilot encouraged teachers to be flexible with the resources and material and reflect on the learning needs of their pupils to consider how best they can incorporate road safety into lesson plans and deliver those messages in simple ways.
5. The intervention offered an opportunity for teachers to come together and reflect with their peers, ask questions and gain input and support from the Road Safety Team. Some schools communicated working together, sharing ideas and best practises after the training took place.
6. The pupil benchmark feedback teachers received regarding pupil retention, encouraged teachers to reflect on the further learning needed in key areas to improve retention.
7. Data collected from our website shows more interest/access across our online resources during this pilot. Whilst we cannot directly quantify all teachers accessed this material as a result of being involved in SJA.

8. Enabled educational settings to engage with parents positively on road safety. Some teachers reported an increase in their parent engagement by inviting parents to take part in practical road safety instruction, sharing useful hints, tips, and guides across the school community and through the promotion of active travel methods to school.
9. An increase in sign up to other road safety interventions offered across the road safety partnership. For example our online road safety packages. This can be quantified as 5 schools out of the 11 that enrolled and completed Safer Journeys Ahead in 2022-2023, requested additional Road Safety online & Bikeability interventions for their Key Stage 2 pupils. Prior to Safer Journeys Ahead inclusion, these schools were not engaged with our interventions and indicated not being aware of these opportunities.
10. The case studies highlighted creativity and variety of activities and practical skills used across different schools. This demonstrated how each school had different ideas and creative thinking to how they approached their delivery.

Influence on road safety policy & practice has also been seen at an individual school level. For example: some schools indicated a positive shifts in attitudes, behaviours, and inclusion of road safety in a school curriculum, school active travel/road safety policies.

Identified areas of improvement

This pilot afforded the following reflection to improve the intervention for future launch and opportunities to consider with upscaling this intervention.

- Offer face-to-face training, particularly at teacher training days.
- Research supporting materials so teachers can have a clear tool kit of resources already available. This will require updates as new material/research becomes available.
- Throughout the pilot, teacher feedback returns remained low until we started to explore opportunities to motivate more teachers to return feedback using free prize draws and road safety merchandise.
- Simplify quiz paper process, explore offering an online version of the quiz papers to:
 - o Reduce paper and printing.
 - o Reduce the time spent on collecting and marking the quizzes.
 - o Reduce the time it takes to undertake the activity in class.
 - o Futureproof the system.
- Consider how the intervention can be upscaled to reach more establishments, particularly those in hard to reach areas.

Recommendations

- Promote this intervention and the practitioner guide as a first step approach to implement road safety learning within a school culture. This approach can promote sustainable change with more targeted road safety work being introduced once these learning foundations are achieved.
- Encourage teachers/educators to consider road safety as a concept when lesson planning for key subjects so it doesn't feel like an additional task for teachers to think about or for road safety to be added to an already busy curriculum. The concept can form part of the curriculum subject.
- Offer this intervention with flexibility so learning opportunities can reach parts of the community who are harder to reach or may need additional learning support.

- Consider the opportunities that could motivate teachers, youth workers/home or social educators to sign up to this training and advertise those benefits to encourage engagement.
- Offer both digital and paper formats to offer inclusivity and potential efficiencies in cost and time for those who prefer digital approaches.
- Continue to build positive relationships with the individual receiving the teacher training to build their capability and confidence through coaching and signposting to resources.
- Offer a simpler 5-question EYFS pupil quiz and a ten question KS1 pupil quiz as stipulated in the practitioner guide.
- The key foundations of this report can be adapted into KS2 and KS3 to act as a progressive road safety learning model.

7. Tips for Practitioners implementing this project.

Teacher training

Offer Teacher training as an online session and also face to face as this flexibility can encourage more interest from schools who wish to train all teachers at a school training/inset day.

Teacher Availability

When scheduling teacher training opportunities consider times directly after the school day that also allows time for pupil collection and a short tea break for the teacher before they start the training. Practitioners may also wish to consider when in the term the training is offered to fit into times where teachers are lesson planning for the next term ahead.

Teachers and TA's continue to mention that whilst they are interested in this project, staff numbers, teacher availability and resilience levels are still exceptionally low as they continue to feel the long-term educational and staffing impacts from the COVID pandemic.

As schools continue to navigate their way through these challenges, it is important to look for opportunities and offer practical support and flexibility to explore how schools can benefit from imbedding road safety learning across their learning in simple ways.

Other educational establishments.

Whilst the school's environment was the main tested setting for this project, there are other harder to reach children within the community who would benefit from these key messages. The practitioner guide along with the Road Safety support can upskill different educators across other settings; such as youth workers, social care setting and parents who home school.

Paper Based Quizzes

The process of printing, completion and co-ordinating returns adds additional time for the teacher and those interpreting the data, especially where multiple classes and year groups are involved.

The cost of paper, ink, raising energy costs and time to complete such tasks could be prohibiting some schools from effectively taking part and may reduce resilience to enable road safety teams to upscale.

However, offering both paper and digital quizzes promotes choice and accessibility.

Advocating School Leads

A recognised trend indicated schools who advocate a lead for road safety within the school produced a higher overall shift in pupil's knowledge and skills. The data and feedback would seem to indicate these schools managed this due to a dedicated person co-ordinating and advocating this project across the school.

This can be evidenced by the fact that we had fifty-one classes worth of data entered across fourteen schools at the benchmarking stage in October 2022. This reduced to forty-three classes worth of data entered across eleven schools when it came to retention in July 2023.

The schools that did not engage at this retention stage explained; issues with staff shortages, time limitations and/or the road safety project lead moving on to a different school.

Promoting the benefit of an internal road safety school lead is important to the success of implementing road safety into curriculum subjects or a school's culture.

Activities

The activities guide offered to schools and highlighted in the practitioner guide was popular amongst teachers/educators. Several teachers and TA's created their own lesson plans, enhanced, or modified activities to suit their school environment, pupil learning needs or setting. This enabled them to make the best use of available resources, their time or infrastructure around their schools.

Dissemination

Dissemination of material was delivered in the following ways:

Participant teacher training – information primarily shared via email unless training was face to face and in those situations, information was shared in paper form and email.

Project Lead Dissemination – several teachers who attended the initial training session shared the project information with colleagues and head teachers and some even offered their colleagues coaching. This resulted in more teachers, classes and year groups being added to this pilot.

Communication Dissemination – As the pilot progressed, communication continued by emails, telephone calls and TEAM virtual meetings.

Result Dissemination – Benchmarking and retention results per school were disseminated to teacher participants. The results were displayed in a mix of percentages and graph formats, offering a comprehensive overview.

Promotion Dissemination – The training presentation shows 'anonymous marked' overviews to offer a true reflection of the results that have been achieved on this project. This has created discussion and reflection opportunities and allowed those interested in picturing their own opportunities and inspiration for growth.

Partnership Dissemination – Outcomes and performance reports shared with the Road Safety Partnership and Active Travel Teams.

Publicity

The pilot was advertised using the following school resource outlets:

- Bi-monthly e-courier advertising. E-courier is the official communication link used to deliver messages to schools.
- Advertised this intervention within the governance service newsletter received by all headteachers and governors across Norfolk.
- Promoted this project when talking with local government councillors, active travel leads and schools communicating road safety challenges.

Publicity outside of the schools' network

This initiative was advertised on the Norfolk Road Safety website and within the Norfolk County Council Home School newsletter.

The project was also shared with Active Travel strategy group members so the initiative can be featured in strategies and tool kits that support joint road safety, sustainable travel and active travel outcomes.

In project publicity

To engage with our participating teachers and teaching assistants, we offered:

- Entry to a free prize draw upon registering feedback (January 2023). Using an online random selection generator, we selected three classes who won high-vis reflector coat zip tags to support outcomes such as 'being bright being seen.'
- Option on free second-hand high vis jackets the team no longer required (May 2023)
- A free Road Safety Mascot Teddy bear was issued to every school who returned their retention quiz returns (June 2023). This school mascot can function as a road safety focus point across the school environment and to support other road safety messages.

Partnerships and relationships.

Building positive relationships with teachers across the schools involved in the project was found to be an important investment. Road Safety practitioners can offer coaching and suggestions to teachers, who are experts in delivering lesson plans, to encourage them to feel empowered to deliver important road safety messages to pupils in their classrooms.

These conversations also act as an opportunity to share other resources and tool kits that are available to teachers to save them time having to complete independent research.

8. Appendix

Initial Project Logic Model 2021 - 2023

Safer Journey Ahead																										
Program	Increasing the knowledge and support around road safety education to those who have regular contact with children will increase the confidence of teachers to deliver interventions as a life skill, this in turn will reinforce and model positive behaviours.																									
Goal																										
Inputs	Outcomes - Impacts																									
	<table border="1"> <thead> <tr> <th>Activities</th> <th>Participation</th> <th>Short</th> <th>Medium</th> <th>Long</th> </tr> </thead> <tbody> <tr> <td>Teacher training course</td> <td>School staff, Teachers and teaching assistants</td> <td>to improve school staff knowledge and confidence to deliver in house Road Safety interventions to pupils</td> <td>to create a change to the way road safety interventions and projects are not just a one-off session but can be embedded into the classroom and built upon throughout the curriculum</td> <td>to provide children with the skills and confidence to choose positive behaviours to stay safe.</td> </tr> <tr> <td>Support resources</td> <td>Pupils in early years and key stage 1</td> <td>increase the number of Road Safety intervention delivered in schools</td> <td></td> <td></td> </tr> <tr> <td>Follow-up conversation</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Case studies</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Activities	Participation	Short	Medium	Long	Teacher training course	School staff, Teachers and teaching assistants	to improve school staff knowledge and confidence to deliver in house Road Safety interventions to pupils	to create a change to the way road safety interventions and projects are not just a one-off session but can be embedded into the classroom and built upon throughout the curriculum	to provide children with the skills and confidence to choose positive behaviours to stay safe.	Support resources	Pupils in early years and key stage 1	increase the number of Road Safety intervention delivered in schools			Follow-up conversation					Case studies				
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Development time (for course and resources)																										
Staff																										
Delivery time																										
Follow-up session time																										
Research findings																										
Technology (MS teams)																										
Assumptions	External Factors																									
Increase knowledge and confidence lead to reduce KSI as children can make safer choices.	Whether a school prioritises road safety																									
	The capacity of teachers and TAs to attend training and implement the learning afterwards.																									



“A NEW AND INNOVATIVE WAY FOR EYFS AND KS1 TEACHERS TO WEAVE ROAD SAFETY MESSAGES AND KNOWLEDGE INTO EVERYDAY LESSONS THROUGH THE NATIONAL CURRICULUM.”

School A is located within a high deprivation area of Norwich.

The school delivers education for children aged 4–11 years.

Sample size: 163 children registered on role in EYFS & Year 1.

SAFER JOURNEYS AHEAD

CASE STUDY: SCHOOL A - 2021-22

Overview

- A road safety need was identified due to many pupils in EYFS & KS1 not displaying safe road crossing behaviors.
- 2 members of staff were invited to join a presentation introducing Safer Journeys Ahead.

How the school implemented the Programme?

- 2 members of staff attended a 90min Safer Journeys Ahead presentation.
- Using existing session planning, they incorporated road safety information and messages into the following subjects:
 - **Math's** – measuring, introducing stopping distances, shapes and numerical blocking.
 - **Local Geography** – virtual google street tour of the local environment to highlight and identify hazards, before undertaking the actual route as pedestrians.
 - **Science** – connecting changes in seasons to highlight the importance of being visible and how weather conditions can affect their senses when outside.

What went well?

- They were able to transfer Green Cross Code knowledge into skills development by taking theory and applying it within a real-world environment.
- Separating the school's corridors into left and right areas and introducing a “look right, look left” process on exiting the classrooms to ensure safety and simulate the action needed when crossing the road.
- Supporting online interventions & additional support, guidance and resource library provided by the Road Safety Team, were well received.

What were the challenges?

- Incorporating Road Safety messaging into English lessons proved slightly challenging. Verbal activities were easier to integrate than written exercises.

What is the feedback?

“Raising the profile of Road Safety throughout EYFS & KS1 has had a positive effect on our pupils, by them hearing positive Road Safety messages that they might not receive at home.”

What are the future plans?

- The school are looking to continue the Safer Journey Ahead through EYFS and KS1 year groups going forward.
- Looking to expand their Road Safety focus to include Bike, Walk, Scoot Club and One Step Beyond practical pedestrian training Programme across all year groups.



“A NEW AND INNOVATIVE WAY FOR EYFS AND KS1 TEACHERS TO WEAVE ROAD SAFETY MESSAGES AND KNOWLEDGE INTO EVERYDAY LESSONS THROUGH THE NATIONAL CURRICULUM.”

School A is located within a high deprivation area of Norwich.

The school delivers education for children aged 4–11 years.

Sample size: 170 children registered on role in KS1.

SAFER JOURNEYS AHEAD

CASE STUDY: SCHOOL A – 2022-23

SECOND YEAR OVERVIEW

Overview

- A road safety need was identified due to many pupils in EYFS & KS1 not displaying safe road crossing behaviors.
- 2 members of staff were invited to join a presentation introducing Safer Journeys Ahead in 2021 and re-entered their KS1 classes for 22-23.

How the school implemented the Programme in the second year?

- Regular road safety sessions
- Use of lollipop man to ask questions
- Pretend roads in corridors
- Lots of prep before school trips
- Regular stories to promote road safety.

What went well?

- They were able to transfer Green Cross Code knowledge into skills development by talking to the lollipop man linked to the school
- Separating the school's corridors into left and right areas and introducing a "look right, look left" process on exiting the classrooms to ensure safety and simulate the action needed when crossing the road.
- Supporting online interventions & additional support, guidance and resource library provided by the Road Safety Team, were well received.

What were the challenges?

- Completing the paper quiz papers was very time consuming given the number of children they have within KS1.

What is the feedback?

"Thank you for your support whilst we have worked together!"

What are the future plans?

- National Road Safety Awareness Campaigns will be forwarded to school to help them promote Road Safety Week, Beep! Beep! Day, etc.
- Looking to continue Safer Journeys Ahead into 23-24 under the new online quiz format.
- To use their new Road Safety Mascot to act as a focal point for Road Safety in school.
- 60 secondhand high vis jackets donated by the Road Safety Team will be used to support community journeys and school trips.

We have been hugely impressed with the commitment and approach that the lead teacher of the project in school has demonstrated. Their practical and engaging activities make the school a great example for other schools. We look forward to working with them next year.



"A NEW AND INNOVATIVE WAY FOR EYFS AND KS1 TEACHERS TO WEAVE ROAD SAFETY MESSAGES AND KNOWLEDGE INTO EVERYDAY LESSONS THROUGH THE NATIONAL CURRICULUM."

School B is located in North Norfolk which has seen population growth and residential expansion in recent years.

The school delivers education for children aged 4 – 11 years.

Sample size: 157 children registered on role in EYFS & Year 1.

SAFER JOURNEYS AHEAD

CASE STUDY: SCHOOL B – 2022-23

Overview

- As part of a wider school request for Road Safety education for their pupils, Safer Journeys Ahead was recommended.
- 6 members of staff were invited to join a face-to-face presentation introducing the project.

How the school implemented the Programme?

- 6 members of staff attended a 90min face to face teacher training session.
- Using existing session planning, they incorporated road safety information and messages in the following ways:
 - **EYFS** – practical demonstration using the zebra crossing within school premises.
 - **EYFS** – each half term they focused on a particular road safety message – be bright, be seen, holding hands, Green Cross Code
 - **KS1** – engaged with online Road Safety sessions to deliver messaging on Green Cross Code, Safer Places to Cross and Car Lights.
 - **Collective Year groups** – In school PowerPoint presentations were created by the teachers and pupils to cover important messaging around Road Safety, including appropriate videos.

What went well?

- They were able to transfer Green Cross Code knowledge into skills development by taking theory and applying it within a real-world environment.
- Supporting online interventions & additional support, guidance and resource library provided by the Road Safety Team, were well received.
- Teachers took responsibility to create their own PowerPoint presentations on the subject.

What were the challenges?

- Incorporating Road Safety messaging into KS1 proved slightly challenging due to other curriculum requirements.
- KS1 also had a teacher out on long term sick which caused some unexpected disruption.

What is the feedback?

EYFS pupils have really enjoyed learning about the subject and having the opportunity to practice in a real situation.

What are the future plans?

- The school are looking to continue the Safer Journey Ahead through EYFS with a view to encouraging KS1 to continue. New updates to the project – online quizzes – will help.
- National Road Safety Awareness Campaigns will be forwarded to school to help them promote Road Safety Week, Beep! Beep! Day, etc.

We have been hugely impressed with the commitment and approach that the teachers, particularly in EYFS, have demonstrated. The results reflect the success of this concentrated focus. We look forward to working with them next year.



"A NEW AND INNOVATIVE WAY FOR EYFS AND KS1 TEACHERS TO WEAVE ROAD SAFETY MESSAGES AND KNOWLEDGE INTO EVERYDAY LESSONS THROUGH THE NATIONAL CURRICULUM."

School C is located in West Norfolk area which has seen population growth and residential expansion in recent years.

The school delivers education for children aged 4 – 11 years.

Sample size: 22 children registered on role in Year 1.

SAFER JOURNEYS AHEAD

CASE STUDY: SCHOOL C – 2022-23

Overview

- As part of a wider school request for Road Safety education for their pupils, Safer Journeys Ahead was recommended, as part of our yearly work with the school.
- 1 member of staff joined an online presentation introducing the project.

How the school implemented the Programme?

- 1 member of staff attended a 90min online teacher training session.
- Using existing session planning, they incorporated road safety information and messages in the following ways:
 - **Road Safety Poster Competition** – the pupils were encouraged to participate in a drawing competition where the winners received some road safety goodies.
 - **Road Safety Week** – The whole school gives attention to Road Safety over the course of a week with fun activities, practical learning opportunities.
 - **Bears** – a set of Road Safety Bears have been adopted by the school to help with engagement.
 - **Practical teaching** – pupils were taken out to do road crossing in a real-world environment.

What went well?

- o They were able to transfer Green Cross Code knowledge into skills development by taking theory and applying it within a real-world environment. Pupils, teachers and parents went out and did crossing locally.
- o Supporting online interventions & additional support, guidance and resource library provided by the Road Safety Team, were well received.
- o The deputy head has taken personal responsibility to really drive Road Safety focus in school.
- o 55 parents signed up to Safe School Run Pledge.

What were the challenges?

- o Finding time within a busy school curriculum has presented some continued challenges.
- o Paper quiz paper make it difficult to scan back entries, so collection/post have been used. New project pilot of online quiz papers will help this.

What is the feedback?

The pupils have really enjoyed learning about Road Safety.

What are the future plans?

- The school are looking to continue the Safer Journey Ahead through YR1 and we have encouraged that EYFS and YR2 join next year.
- National Road Safety Awareness Campaigns will be forwarded to school to help them promote Road Safety Week, Beep! Beep! Day, etc.

We have been hugely impressed with the commitment and approach that the lead teacher of the project in school has demonstrated. Their practical and engaging activities make the school a great example for other schools. We look forward to working with them next year.



“A NEW AND INNOVATIVE WAY FOR EYFS AND KS1 TEACHERS TO WEAVE ROAD SAFETY MESSAGES AND KNOWLEDGE INTO EVERYDAY LESSONS THROUGH THE NATIONAL CURRICULUM.”

School D is a private school establishment.

The school delivers private education for children aged 6 months – 18 years.

Sample size: 58 children registered responses in EYFS & KS1.

SAFER JOURNEYS AHEAD

CASE STUDY: SCHOOL D – 2022-23

Overview

- The school contacted the team regarding Road Safety support for their younger pupils. Safer Journeys Ahead was recommended.
- 1 member of staff joined an online presentation introducing the project with a view to disseminating to other teachers in EYFS and KS1.

How the school implemented the Programme?

- 1 member of staff attended a 60min teacher training session.
- Using existing session planning, they incorporated road safety information and messages in the following ways:
- **KS1** – engaged with online Road Safety sessions to deliver messaging on Green Cross Code, Safer Places to Cross and Car Lights.
- **EYFS & KS1 approach** – focus was given throughout the year to awareness and understanding of what you need to do when using the road.
- **EYFS & KS1 approach** – high vis was used within curriculum work on seasonal changes.

What went well?

- Supporting online interventions & additional support, guidance and resource library provided by the Road Safety Team, were well received.
- The lead teacher has taken personal responsibility to drive Road Safety focus in school.
- The school have adopted a Road Safety Bear to help with focused messaging going forward.

What were the challenges?

- Finding time within a busy school curriculum has presented some continued challenges.
- Paper quiz paper make it difficult to scan back entries, so collection/post have been used. New project pilot of online quiz papers will help this.

What is the feedback?

The pupils have really enjoyed learning about Road Safety via the online sessions.

What are the future plans?

- The school have been invited to continue safer journey ahead next year.
- National Road Safety Awareness Campaigns will be forwarded to school to help them promote Road Safety Week, Beep! Beep! Day, etc.

We have been hugely impressed with the commitment and approach that the lead teacher of the project in school has demonstrated. Working with a private school within a country park setting has been interesting, as it has presented an interesting comparison to an urban setting.

We look forward to working with them next year.